

Literacy, Language, and Learning: Supporting ELs During Literacy Instruction

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Introduction

- Six word memoir: In six words introduce yourself to the group. Include as much information as you can.
 - Stacie:
 - Busy mom works days, reads nights.
- EL differentiation options:
 - Find 6 photos or items (realia) to represent you.
 - Use illustrated word cards to form your memoir.
 - Use a teacher created sentence frame to form the memoir.

My photo memoir



Enduring Understandings

- All students can and should have time to read/write/speak in class daily.
- Words shape and reflect our values, beliefs, and thoughts.

Essential Questions

- How do modeling literacy processes help students as readers and writers?
- What compels you to read and write?
- How can we support EL students?



Today's Target

- At the end of the session today, participants will be able to identify and apply strategies to support English Learners (ELs) literacy and language development.



Turn and Talk

- How does language acquisition impact literacy development?



Total Physical Response

- Pre-teach vocabulary
- Students create movements to use with each word
- The movement is done each time the word is used
- Must be rehearsed and reinforced
- Use the gradual release of responsibility

Total Physical Response

Let's give it a try.

- Reading
- Writing
- Speaking
- Listening
- Can Do

CCSS Key Advances

Reading

- Balance of literature and informational texts
- Text complexity

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening

- Inclusion of formal and informal talk

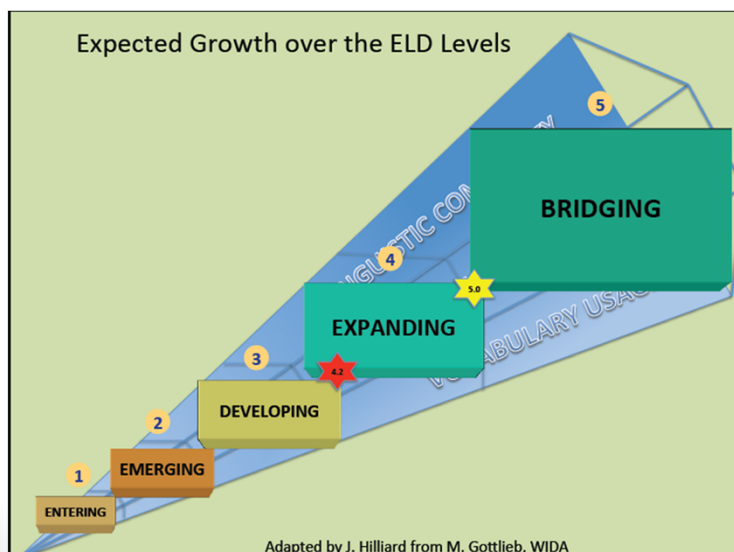
Language

- Stress on general academic and domain-specific vocabulary

Working with English language Learners

- Know the student's English language proficiency levels.
- Identify your lesson objects.
- Identify the language and content objectives for the student.
- Use strategies that will scaffold, support and promote literacy growth.
- Approach everything with a **Can Do** attitude.

English Language Development Levels



Modeling and Purpose

- **Purpose is intentional** and based on formative assessments
- Lessons contain **guided, collaborative, and independent tasks**
- **Students can explain the purpose** in their own words (student friendly targets)
- Teacher provides an **authentic model**
- Students **use strategies** that were modeled

Determining what students know and are able to do.



Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports

Use the Can Do Descriptors to Modify Classroom Assignments

Language - Selected from the Can Do Descriptors based on students' English language proficiency level

Topic- Selected from the grade appropriate content learning standards

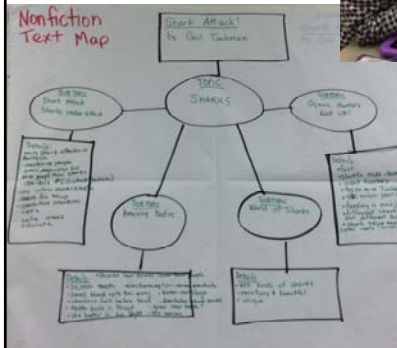
Support- Sensory, graphic and interactive supports promote the development of students' academic language proficiency

Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures and photos	Tables	In whole group
Illustrations, diagrams, & drawings	Graphs	Use cooperative group structures
Magazines & newspapers	Timelines	With the internet or software programs
Physical activities	Number lines	In the native language
Videos & films		With mentors
Broadcasts		
Models & figures		

Common supports

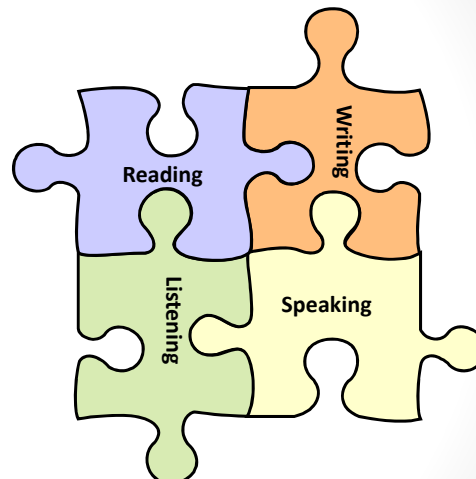
- Word walls
- Anchor charts
- Graphic Organizers
- Sentence frames
- Technology



- Models from peers
- Models from trade books
- Shared writing experiences

Addressing the Four Domains

- Reading
- Writing
- Listening
- Speaking



- Use rich engaging texts

Writing to Learn and Student Engagement

Engaging work leads to:

- knowledge that is retained.
- knowledge that is more likely to be transferable.
- learning that is more likely to be at a higher level.



Student Centered Practice

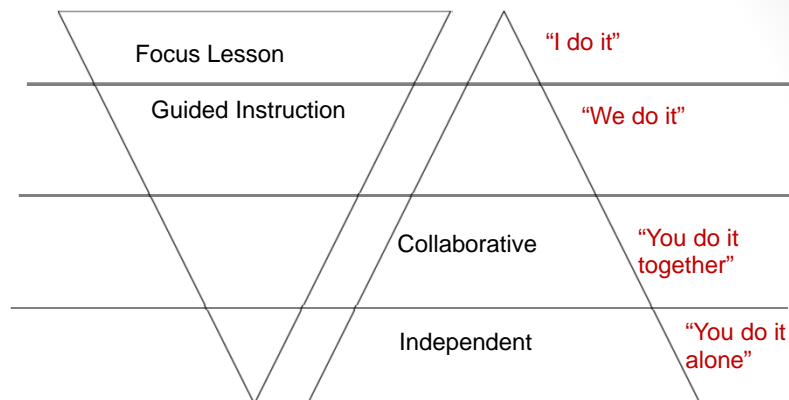
- Culture of trust, respect, and inclusiveness
- Purposeful engagement through real-world learning
- Personalization and choice
- Integrated technology
- Appropriate levels of challenge and scaffolding
- Clear, timely assessment and support
- Fosters autonomy and develops life long learners

Gradual Release of Responsibility

- Instruction should be scaffolded to meet the students' needs.
- GRR allows students multiple attempts before they go solo.
- Good instruction takes time.



TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

A Structure for Instruction that Works

(c) Fisher & Frey, 2006

Strategies



- Selecting a strategy:
 - Does it allow for choice?
 - Does it include at least two language domains?
 - What scaffolds and supports will you need?

Effective Strategies for All Students

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

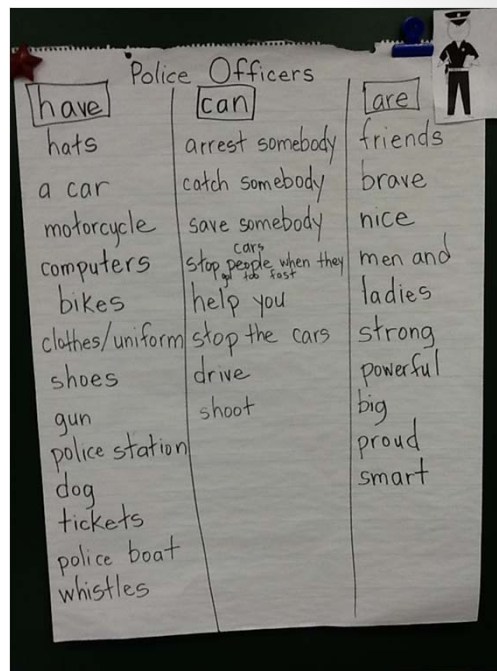
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Vocabulary Strategies

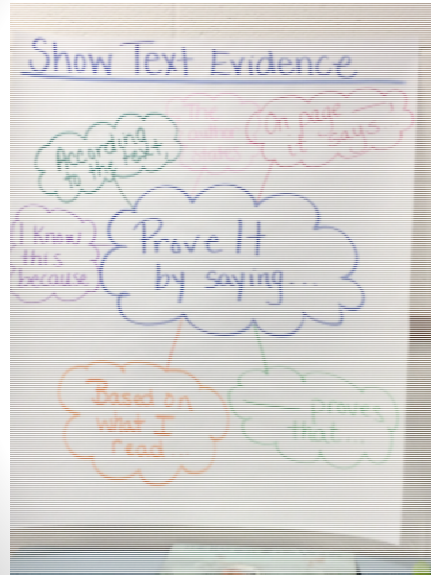
- Academic/Instructional/Social Language
 - Lowering the affective filter
 - Using Total Physical Response
 - Creating anchor charts
 - Using language frames
 - Making time to talk
 - Wordsplash

Anchor Charts

**From a
kindergarten
ELL classroom.**



Anchor Charts



From a 3-5 ELL
intervention class

Language frames

Model language: Prompts for Expressing and Supporting Opinions

- I believe that _____
- In my opinion _____ is _____.
- My perspective on this is _____.
- I agree/concur with _____ that _____.
- I concur that it is important to _____.
- I support _____'s opinion that _____.
- I applaud _____'s suggestion that _____.

Language Frames

Prompts for Expressing and Supporting Opinions

- I believe that _____
- In my opinion _____ is _____.
- My perspective on this is _____.
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Language Frames

Prompts for disagreements

- I respect your opinion, but I think _____.
- I understand what you are saying, but have you considered _____.
- You have a point; however, _____.
- Another way of looking at this is _____.
- That's an interesting idea/observation, but I feel _____.
- What implications do you think that would have on _____?

Add visuals to support ELLs and engage all learners.

CONNECT TWO

Choose two words from your list. Describe to your partner, or group, how those two words are related. You all need to write how they are connected. Then your partner can choose two other words or add a word to your group.

_____ and _____
are **connected** because _____

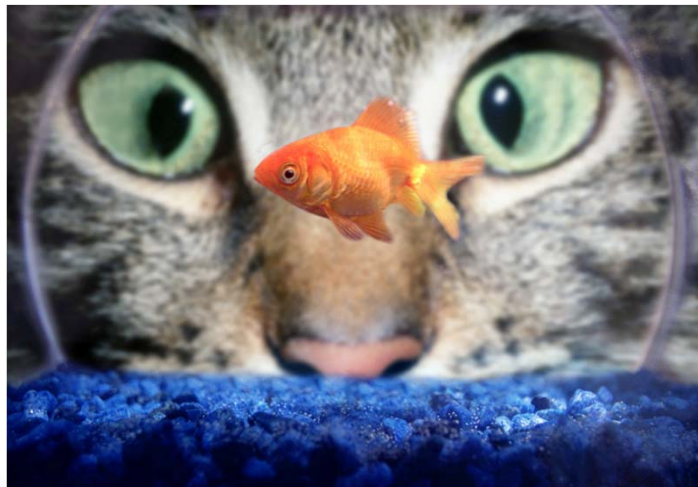
_____ and _____
are **connected** because _____

_____ and _____
are **similar** because _____

_____ and _____
are **different** because _____

A Modeling Strategy

The Fish Bowl



Fishbowl

- A small group or pair arrange themselves in the center of a room.
- The rest of the class surrounds them in a tight circle.
- The students in the center model a strategy or conduct a discussion together while the rest of the students watch, take notes, and/or later pose questions or give comments about what they observed.

A Vocabulary Strategy: Wordsplash

- Speaking/listening strategy
- Activator for background knowledge or review of content
- With a partner, take turns verbalizing the connections you know about the words included on the Wordsplash.



Language Experience Approach (LEA)

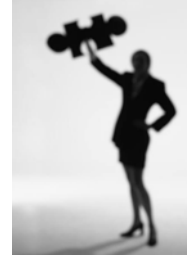
- A reading/writing strategy
- Based on a comprehensible experience



LEA can be conducted with an individual or with a group.

Let's Talk

1. Choose the experience or stimulus.
2. Develop a plan of action with the class.
3. Conduct the experience.
4. Discuss the experience, including all learners in the discussion and writing key words and phrases on the board.



LEA

Let's Write



5. Develop a written account. Before writing a text, the class could brainstorm, web or map, list, or sequence ideas. Learners may dictate while the teacher writes it down, or a group of students may work together in groups to produce an account.

The teacher does not correct the learners' language at this point, although learners may correct themselves or each other as they work together. Formal correction can be done later, as part of the revising and editing stages.

LEA

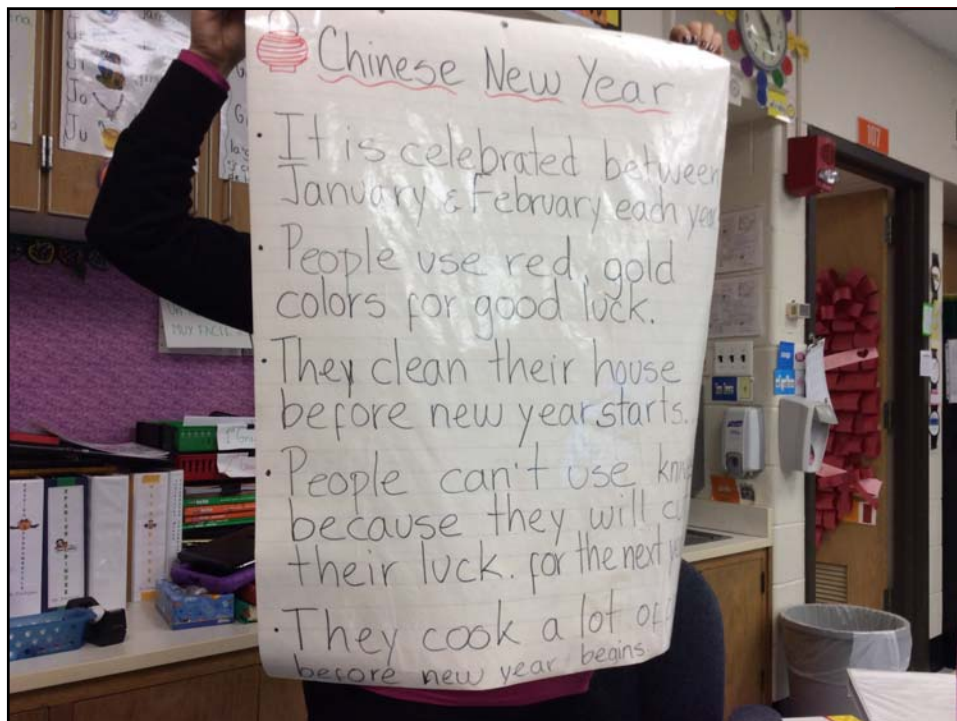


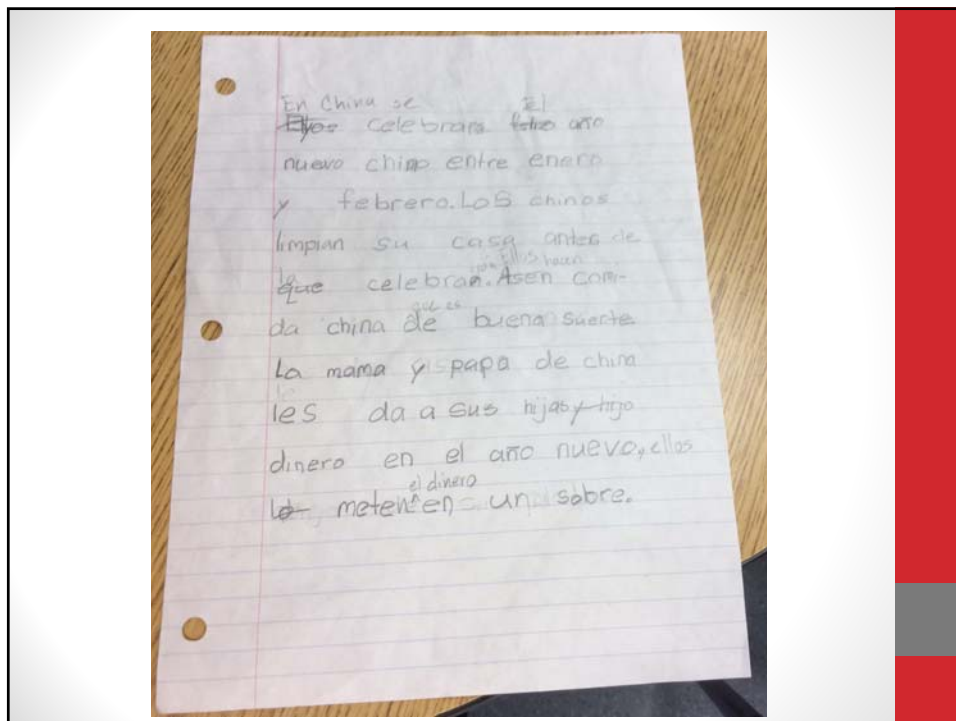
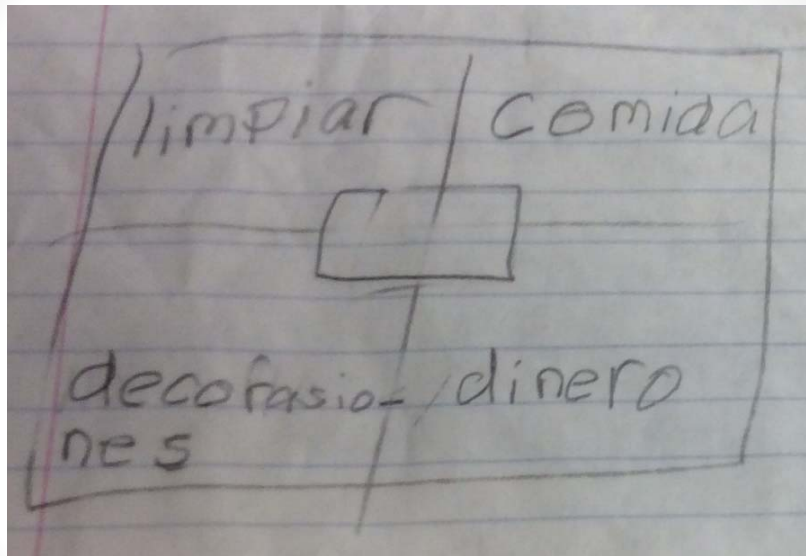
Let's Read...and reread

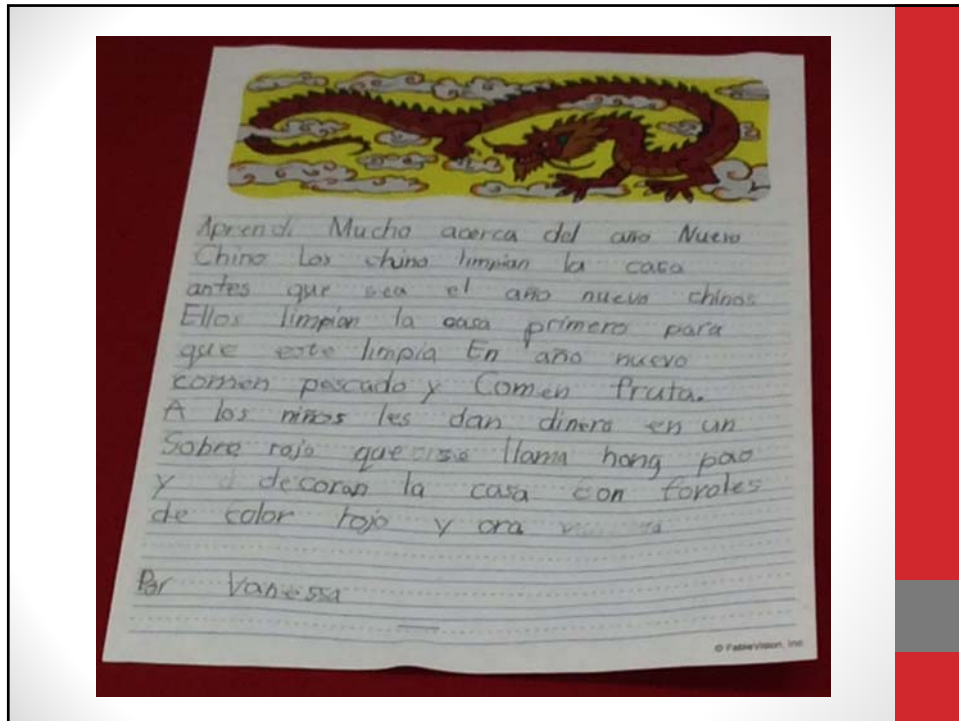
6. Read the account. Once the written text is complete, the teacher or a learner can read it aloud to the class, focusing on key words and phrases, and then learners can read it silently on their own.

And Extend

7. Extending the experience. Many language and literacy activities beyond rereading can be based on the written text.

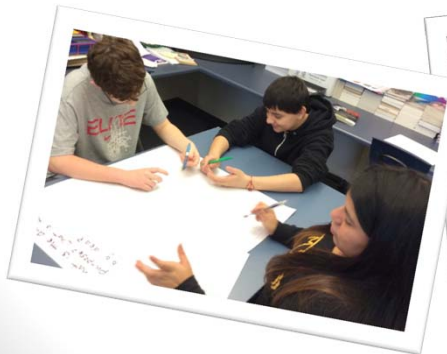






Collaborative Annotation

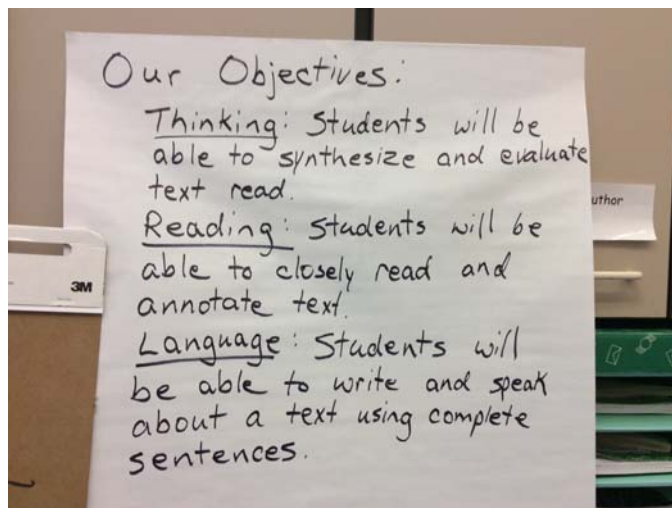
- Reading/writing strategy that may include listening/speaking
- Based on a comprehensible text



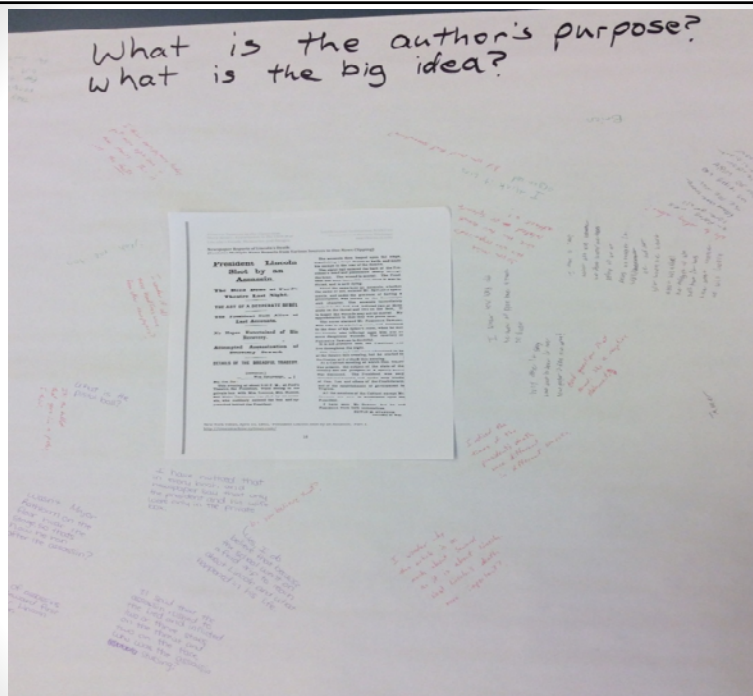
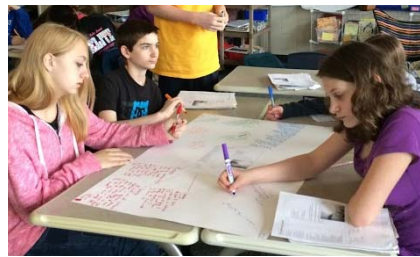
Collaborative Annotation

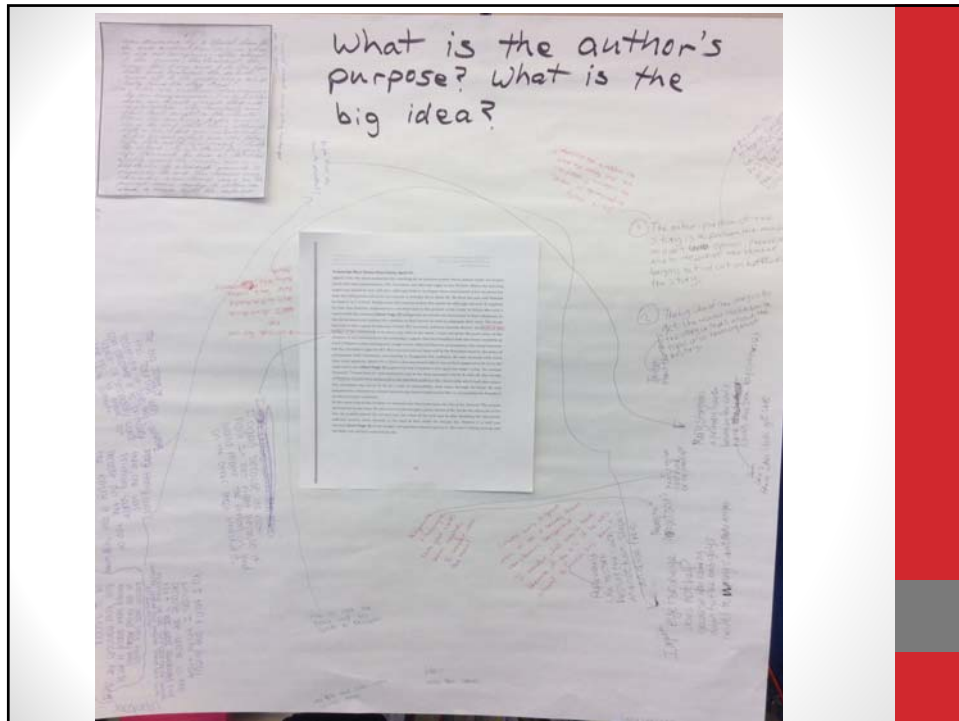
- Read the text selection
- Briefly discuss the text
- Respond to the text in writing on the margins of the paper. Each writer should use a different colored pen.
- Read and respond to each other's comments.
- You may clarify, ask questions, make connections, etc.
- After your group has completed the conversation write a "Big Idea" statement.
- Discuss or share to debrief the process.

Collaborative Annotation



Collaborative Annotation





The Strategies We Used Today

- Six Word Memoir
- Turn and Talk
- Fishbowl
- Wordsplash
- Language Experience Approach
- Collaborative Annotation
- 3-2-1 Summarizer



3-2-1 Summarizer

Turn and talk

- 3 ideas I can use in my classroom
- 2 lessons to which I can apply these strategies
- 1 question I still have

Today's Target

- At the end of the session today, participants will be able to identify and apply strategies to support English Learners (ELs) literacy and language development.



Did you hit your target? Can you identify and apply strategies to use?

Questions?

Feel free to contact
me through email.

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Thank you for attending my session

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